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| Steeton Primary School  Early Years Development Plan 2023-24 | | | | | | | | | |
| Ofsted Framework Content | | Desired Outcome | Actions towards outcome. | Expected Impact | Milestone | | | Date | |
| **Overall Effectiveness:**   * the extent to which leaders and providers plan, design and implement the EYFS curriculum | | All practitioners to have a firm and common understanding of:   * Making a strong start: a guide for Reception/Primary teachers. * A new phonics approach for Reception teachers. * New online assessments.   GLD and phonics attainment in line with national expectations. | Make sure all EYFS staff are trained on the new initiative.  More proficient progress in phonics with all staff supported regularly with SH.  Online evidence and tracking of progress as well as automatic groupings.  Follow the new guidelines, assess weekly for the first term. Plug gaps with fast track tutoring.  Complete online assessments and group into A, B and C based on Read, Write, Inc. guidelines from online assessments. | Staff are confident at delivering phonics lessons and 1:1 fast track tutoring.  All pupils in EYFS will consistently receive good/outstanding teaching.  A raise in attainment in Phonics in line with national expectations. | EY01  EY02  EY03 | | | 15.12.23  Spring 24  Spring 24 | |
| **Quality of Education**  Enhance continuous provision to promote independent and purposeful play. | | More exciting and engaging opportunities in the classroom.  More challenging activities on offer. | CPD – attend courses/training on developing provision.  Implement a variety of different activities. | Staff are more confident in enhancing areas of learning.  More challenging opportunities on offer for the children to extend their learning.  Deeper levels of involvement and engagement when learning independently. | EY04 | | | 23.3.23 | |
| Improve Physical Development overall particularly gross motor skills. | | Children become more agile, stronger, development of core strength which in turn will develop children’s fine motor.  Stronger muscles and more awareness of space. | Discrete physical development sessions.  KS to work with Reception, delivering physical activities, implemented at playtime.  More opportunities on offer in the outdoor provision. | The children will be stronger, more active and skilful.  A stronger core will improve their fine-motor skills and they will have increased stamina overall. | EY05 | | | 15.12.23 | |
| Record smaller steps for children with SEND. | | A more detailed assessment which shows progression in a more meaningful, relevant way for these children. | CPD – with SENCO.  Develop a system which shows progression of achievement for children who are not on track.  Usage of the Early Years Developmental Journey. | A documentation of progression who are not working within the early learning goals.  Evidence of progression. | EY06 | | | 12.2.24 | |
| On track/not on track split into the 17 strands of the EYFS framework. | | Tracker is used to split the prime and specific areas into the 17 early learning goals.  The tracker needs to show the gaps within the relevant areas. | Create a new tracker on excel.  Training given to all teachers.  Involve TA’s in decision making and planning for narrowing the gaps.  Ensure all staff are aware of end points for all curriculum areas in readiness for KS1. | The gaps will be identified and more useful for teachers as a working document.  Children will make more progress as teachers can plan interventions to target these areas. | EY07 | | | 15.12.23 | |
| Milestones | | | | | | By when | Lead | | RAG |
| EY01 | All staff trained in new initiatives: strong start | | | | | 15.12.23 | EV/KF/KK | |  |
| EY02 | Phonics sessions in line with assessments including strong start. SH support | | | | | 22.3.24 | EV/SH | |  |
| EY03 | Work with Liz Miles RWI to review progress and plug gaps | | | | | 22.3.24 | SH | |  |
| EY04 | Provision CPD cascaded to all staff in the unit. More provision available. | | | | | 22.3.24 | EV/KF/KK | |  |
| EY05 | Outdoor provision enhanced and consistent. | | | | | 15.3.24 | EV/KF/KK | |  |
| EY06 | Developed progression document | | | | | 12.2.24 | EV/JW | |  |
| EY07 | New tracker detailing 17 areas – on track/monitoring | | | | | 15.12.23 | EV/CR | |  |